



SCHOOL LIFE

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No. 1.

KINDERGARTENS OF THE PRESENT AND OF THE PAST.

Purposeful Activity in a Social Environment is the Keynote of the Modern Kindergarten—Exercises of the Past Were Formal and Teacher-Directed.

By JULIA WADE ABBOT.

A large sunny room, low cupboards filled with large blocks and other play materials, small tables and chairs grouped informally around the room—and children! Children working together in small groups on the floor or seated at little tables; children painting and working with clay; children looking at picture books; children playing house. This is the modern kindergarten. It is difficult to make a word picture describe the atmosphere. "Whole-hearted, purposeful activity proceeding in a social environment" is a definition of the method. This definition applies equally to the social recitation of the upper grades or to the earnest work and play of the little beginners in the right kind of kindergarten.

Children, seated around checked tables, building with tiny blocks at the dictation of the teacher, may present an edifying sight to the orderly eye of the school principal, but what of the "whole-hearted" aspect of education?

Caldwell Cook says that "Interest is what matters—the one thing needful. The operation of interest is play. To do anything with interest, to get at the heart of the matter and live there active; that is play. You need not ask how we are to come by this interest, for it is the heart's desire we are born with. There is no truth but the old truth; interest is only what your hands find to do, and play is but doing it with your might."

So the kindergarten of to-day begins with "the heart's desire" that the little child is born with—to handle things, to play with them, and to find out what he can do with them.

In the picture of the kindergarten children building houses and stores, the children have a common idea, the different kind of buildings in a community. These children have gone through the natural stages in using materials since they first came to

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COMPULSORY ATTENDANCE LAWS LACK VIGOR.

One-Fourth the Money Spent for Education is Wasted—Repeaters in First Grade Outnumber High-School Students—Analysis of Existing Laws.

By H. R. BONNER.

Compulsory school-attendance laws have their reason in ignorance and shortsightedness. If all citizens were wise enough to understand the importance of education there would be no such laws. But all men are not wise, and all parents do not comprehend the significance of education; and it becomes necessary for the State to assume the responsibility of providing an educated citizenship, notwithstanding parental indifference. It must not only maintain schools at public expense, but it must, as a matter of self-protection, see that all educable children receive the enlightenment that those schools offer. Every State in the Union, therefore, has enacted laws of greater or less stringency.

A statistical report of the commissioner of education, which recently appeared, shows that the average person who completed his education in 1918 had attended school only 1,076 days. The average school term provided in the United States is about 100

days, or eight months. The average child, therefore, goes to school 0.7 years. Assuming that the rate of progress through the grades is the same in the entire United States as in the better city school systems—that is, nine-tenths of a grade a year, it appears that this average child completes six grades of school work during his lifetime. Truly we are a "Nation of sixth graders." Although the States provide 12 years of elementary and secondary schooling, the children attend school only about one-half of that time on the average. Are compulsory attendance laws sufficiently stringent when they accomplish such meager results?

If a child goes to school continuously for the 1,076 days, he would be under instruction for a little less than three years. The United States mortality statistics show that the expectancy of life after the age of five is almost 57 years. The average



IN A KINDERGARTEN OF TO-DAY.

child who passes the age when he should enter school, therefore, attends school for only one-nineteenth of his remaining lifetime.

Nearly \$194,000,000 Wasted.

Let us measure the results of our educational machinery from another angle. While the average length of the school term in the United States is a little over 160 days, the average child enrolled in school attends 120 days, or about three-fourths of the time. In other words, one-fourth of the school term is wasted by irregular attendance. The teacher has been provided, the school building has been heated, the necessary school supplies have been purchased, the educational feast has been spread, yet one-fourth of those who are expected to be present are not there. It costs the United States annually to make provision for the 5,000,000 of children who are daily absent from school nearly \$194,000,000. The accompanying table shows how much each State spends annually to educate children who are out of school.

Alabama fails to take advantage of 40.6 per cent of its school term, for the maintenance of which it spends \$6,066,204. It spends, therefore, \$2,462,879

to educate children who are not at school. New York State spends almost 18 millions, Pennsylvania over 13 millions, and California almost 10 millions of dollars annually to provide education facilities for children who are absent from school. This waste can not be wholly eliminated, but it is certainly reasonable to expect that in efficiently administered school systems not more than one-tenth of the children will be absent from school at any given time because of excusable necessity.

Many Absentees Not in Compulsory Limits.

Assuming that this proportion of absence may be expected, we must face the fact that an additional 15 per cent of those enrolled in school are out of school daily. This constitutes one of the vital problems confronting those charged with enforcing compulsory attendance laws. What means shall be employed to educate the 15 per cent who "play hooky" from school? It is true that many of these delinquent pupils do not come within the compulsory attendance age limits. Does this consideration justify such an enormous waste of public money? These children want to attend school, otherwise they would not have

entered. Why should not attendance laws be comprehensive enough to compel regularity of attendance on their part?

The rural-school problem is even more serious than the city-school problem. The average city-school term is 182 days, while that for the rural districts is only 144 days. The city child is absent from school 21.4 per cent of the time, but the rural child is absent 28.5 per cent of the short school term provided for him.

While the wasted portion of the school term is appallingly great at present, it is not so great as it was 30, 40, or 50 years ago. In 1870 the average child enrolled in school wasted 41 per cent of the very short term of 132 days. The corresponding percentages for 1880, 1890, 1900, and 1910 are 38, 36, 31, and 28, respectively. The decreasing percentages of irregularity in school attendance within the past half century give unmistakable evidence of the increasing effectiveness of attendance laws. It took the Nation 50 years to decrease school delinquency from 41 to 25 per cent. How long will it take to reduce it an additional 15 per cent so that the average pupil will be absent only 10 per cent of the school term?

New Fields for Compulsory Laws.

There appear to be two well-defined new fields of activity for compulsory attendance officers, the one to secure regular attendance on the part of children who have not reached the lower age limit prescribed by attendance laws, the other to see that children who have attained the upper age limit of attendance laws do not drop out of school or become delinquent. We shall discuss the former first. From a study of the distribution of pupils by grades in 1918 it was found that there were about twice as many pupils in the first grade as actually entered school for the first time. In other words, about 2,000,000 children are repeating the work of the first grade.

It is very difficult, if not impossible, to make a precise analysis of this condition. No other grade contains so large a percentage of "repeaters." Undoubtedly some of these children are in the first grade a second time because of inability to master the difficulties which beginning pupils always meet in attempting to comprehend the symbolic technique of written language. The first grade may be the most difficult of all when the mass of absolutely new material is considered.

Attendance Irregular in First Grade.

The most plausible explanation, however, of this high proportion of "repeaters" lies in the fact that children attend school very irregularly during the first and second years. No compulsory attendance laws operate to keep them in school.

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Waste from nonattendance.

States.	Days of school provided.	Days actually attended.	Days not attended.	School term wasted.	Financial loss.
				Per cent.	
Indiana.....	155	144.0	11.0	7.1	\$1,958,017
Oregon.....	183	164.2	18.8	10.3	775,617
Ohio.....	163	145.5	17.5	10.7	5,403,288
Illinois.....	159	140.5	18.5	11.6	5,974,701
Pennsylvania.....	175	141.8	33.2	19.0	13,208,947
Maine.....	169	136.5	32.5	19.2	850,773
Massachusetts.....	176	141.5	34.5	19.6	6,093,206
Vermont.....	171	137.1	33.9	19.8	502,282
Wyoming.....	150	120.1	29.9	19.9	398,879
Michigan.....	172	137.2	34.8	20.2	6,488,492
New Hampshire.....	174	138.7	35.3	20.3	637,084
Wisconsin.....	178	141.0	37.0	20.8	3,672,571
Rhode Island.....	193	151.8	41.2	21.3	862,338
Connecticut.....	181	142.0	39.0	21.5	2,293,971
Utah.....	169	131.8	37.2	22.0	1,178,442
New York.....	187	145.4	41.6	22.2	17,994,956
District of Columbia.....	173	134.4	38.6	22.3	710,003
Minnesota.....	169	129.3	39.7	23.5	5,874,296
Missouri.....	165	125.9	39.1	23.7	5,424,596
New Jersey.....	185	139.5	45.5	24.6	7,440,130
Iowa.....	180	134.2	45.8	25.4	7,436,575
Washington.....	174	129.3	44.7	25.7	3,922,843
Montana.....	152	112.8	39.2	25.8	2,401,480
Nevada.....	171	123.0	48.0	28.1	225,516
Louisiana.....	136	97.5	38.5	28.3	1,703,222
Texas.....	146	104.7	41.3	28.3	6,949,827
California.....	172	122.9	49.1	28.5	9,723,029
Nebraska.....	165	118.0	47.0	28.5	4,098,829
Idaho.....	150	106.8	43.2	28.8	1,491,507
Kansas.....	172	122.0	50.0	29.1	4,976,899
North Dakota.....	168	119.1	48.9	29.1	2,879,190
West Virginia.....	133	93.6	39.4	29.6	2,069,346
Florida.....	130	90.9	39.1	30.1	1,406,907
Maryland.....	170	117.3	52.7	31.0	1,854,989
Colorado.....	168	115.5	52.5	31.2	3,096,765
Tennessee.....	140	96.0	44.0	31.4	2,418,432
Georgia.....	138	93.8	44.2	32.0	2,435,859
Virginia.....	141	95.8	45.2	32.1	2,605,747
Delaware.....	164	108.7	55.3	33.7	295,170
New Mexico.....	155	102.1	52.9	34.1	1,320,321
South Dakota.....	186	121.6	64.4	34.6	2,450,338
North Carolina.....	123	80.1	42.9	34.9	2,283,968
Arkansas.....	120	78.0	42.0	35.0	1,748,166
South Carolina.....	113	73.2	39.8	35.2	1,747,603
Mississippi.....	138	88.4	49.6	36.0	1,335,023
Arizona.....	162	98.6	63.4	39.1	1,381,672
Oklahoma.....	157	94.7	62.3	39.7	5,623,985
Alabama.....	124	73.6	50.4	40.6	2,462,879
Kentucky.....	150	88.3	61.7	41.1	3,434,312
United States.....	160.7	119.8	40.9	25.4	193,974,235

REGIONAL CITIZENS' CONFERENCE AT COLUMBIA.

Committee Declares Educational System is Unjustifiably Weak—Describes Ideals to Be Attained.

Hon. R. A. Cooper, Governor of South Carolina, was chairman of the committee on resolutions which presented the following conclusions in substance:

The States are suffering because of the undue and unjustifiable weakness of their educational systems in organization, support, and operation. Additional sources of school revenue must be discovered. Taxes on incomes, inheritances, natural resources, luxuries, soft drinks, and places of amusement may be levied for the benefit of education. Above all, a 100 per cent valuation on all taxable property is required, with classification adapted to local needs.

Equal Opportunity for All Children.

Equal opportunity should be the only measure of service of any school of the State, urban, or rural.

The expansion of secondary education is an imperative necessity.

Colleges and universities set the ideals in any democracy. The standards of such institutions in these States should be raised.

The administration of any school system depends upon the State department of education. The work of the State departments in the South has not been properly done because of lack of funds. They should be strengthened.

Health of school children should be conserved by medical inspection and physical education.

Higher standards of training and scholarship of teachers should be introduced as early as practicable. The minimum requirement should be four years of high-school attendance and two years of college work, including the study of education for three hours per week for 34 weeks.

Higher standards of salaries and a higher status of certification of teachers are required.

Inadequacy of rural schools is a serious weakness which ought to be corrected at once. Competent and well-paid supervision and classroom instruction constitute the chief agencies for improvement.

Discuss Needs of Southern States.

The educational needs of North Carolina, South Carolina, Georgia, and Florida, methods of meeting those needs, and the things accomplished during the past year were discussed by Gov. R. A. Cooper and State Superintendent J. E. Swearingen, of South Carolina; Miss Jean Latimer, Shorter College, Rome, Ga.; J. I. Foust, Greensboro (N. C.) Normal College; J. M. Royal, county superintendent, Dooly County, Ga.; Mrs. S. B. Platt, Miss Jessie A. Bedeker, and Miss Florence L. McNeill, of Augusta, Ga.; Robert L. Turner, supervisor of rural schools for Florida; D. B. Johnson, president Winthrop College; L. T. Baker, dean University of South Carolina.

INCREASED ATTENDANCE BRINGS MANY DIFFICULTIES.

Many universities are having their troubles in taking care of an increased attendance, according to the Harvard Graduates' Magazine. College classes in many instances have been enlarged to an unheard-of size. Some of the classes at Harvard were thought to be large, but it has not been necessary to put a thousand or more students into one elementary course, as has happened elsewhere during the past year or two.

Must Increase Facilities and Instructors.

Indeed, it is difficult to believe that effective instruction can be given on any scale so large as is now attempted by institutions in which registration has been bounding up 30 or 40 per cent in a single year. These institutions have a problem which can only be solved by expanding both their facilities and their corps of instructors and this solution is expensive.

GRADUATE SCHOOL OF BUSINESS AT NORTHWESTERN.

Professional training in commerce and industry for young men and women who have had university training but are lacking in business knowledge will be offered in the newly established graduate division of the School of Commerce of Northwestern University. Only those who hold a degree from a collegiate, scientific, or professional school of recognized standing will be admitted to the graduate division. The degree of master of business will be conferred upon the completion of the course.

CONFERENCES FOR ATLANTIC STATES.

The Regional Conferences for the three groups of Atlantic States have been postponed until after Christmas. The conference for the six New England States will be held at Boston in the auditorium of the State House, morning, afternoon, and evening, Friday, January 21, and morning and afternoon, Saturday, January 22. The conference for the States of New York, New Jersey, and Pennsylvania will be held at New York in the town hall, afternoon and evening, January 28, and in the Chamber of Commerce Auditorium, morning, January 29.

A Citizens' Conference for the State of West Virginia will be held in Charleston, W. Va., on the morning, afternoon, and evening of Monday, January 24.

PROCEEDINGS OF CONFERENCE AT KANSAS CITY.

County Unit of Organization Approved—High Standards Mean High Salaries—Fund for Research.

A fund of \$100,000 which is to be used in educational research was described by A. Ross Hill, president of the University of Missouri, who is chairman of the committee intrusted with the fund. A fourth of the money will be used in investigating the cost of education and sources of revenue. The money is a part of the Commonwealth Fund of \$1,000,000 established two years ago by New England men.

General Educational Awakening.

Everybody is awakening to the needs of the schools, said E. H. Lindley, chancellor of the University of Kansas. This is shown by the way that all the States supported the cause of education in the recent elections.

Teachers themselves are to be blamed for low salaries, according to Thomas W. Dutcher, president Emporia (Kans.) State Normal School. Failures in other enterprises drift into the teachers' profession. In the trades, men who have no experience are excluded. Let us exclude those failures who pull down the standards of the profession. When our standard is high, salaries will be high.

County Unit for Missouri.

Sam A. Baker, State superintendent of public instruction for Missouri, urged the reorganization of the rural school system by the adoption of the county unit to replace district control. He said that the salaries of county superintendents of Missouri have been increased 50 per cent, and he described a plan which has been recently adopted for classifying rural schools.

State Superintendents Blanton, of Texas, and Wilson, of Oklahoma, endorsed Superintendent Baker's approval of the county unit of school organization.

Mrs. D. R. Weeks, of the Kansas City Parent-Teacher Association, described the work of the bureau of which she is the head in raising the standard of health in children below the school age.

Must Fit Children for Responsibility.

The trying burdens which we have borne and must continue to carry until the strain of financial obligation and taxation are lessened should cause us to guard the education of the boys and girls of to-day and fit them for the responsibility that must be theirs, said Vincent W. Brown, St. Louis manager of the International Accountants' Society.

LOUISIANA'S FINANCIAL DIFFICULTIES ARE RELIEVED.

Regional Citizens' Conference at Memphis Told That Education Is In Ideal Condition.

"Severance licenses," which in effect levy a tax of 2 per cent upon the value of natural products severed from the soil, such as coal, gas, oil, sulphur, iron, salt, have helped to solve the financial difficulties of higher education in Louisiana, according to a statement made by Hon. T. H. Harris, State superintendent of public instruction of that State. The State University, the three normal schools, the Agricultural College for Negroes, and the State eleemosynary schools now receive a large part of their support from this source. The constitutional amendments recently adopted in increased school funds two or three million dollars annually. Teachers are getting all they earn. Normal-school graduates receive \$125 a month and college graduates get \$200. Teachers who left the schools because they could get better pay elsewhere are coming back.

Schools Receive a Third of Revenues.

Mayor Payne welcomed the conference and delivered the opening address. He said that the city spends \$40 per capita for the education of 40,000 boys and girls in the city. A third of the gross revenues goes for education.

That the salaries of teachers in these Southern States are so low as to make it impossible to obtain the services of competent teachers was illustrated by the statement of Commissioner Claxton that the average annual salary of elementary rural school teachers in the State of Tennessee two years ago was only \$257, which is \$16.75 less than the cost of feeding a prisoner in jail at the current price of 75 cents a day, and the salaries paid to rural teachers in Tennessee are higher than in some other States.

The scholastic problem of Tennessee is largely that of the rural schools, according to State Superintendent J. W. Brister. He advocated a bonus plan for teachers.

Best Superintendents Are Wanted.

Thirty-two bills in behalf of education have been signed by Gov. Morrow, of Kentucky, according to J. W. Carr. The most important of them was for the reconstruction of the rural school system by taking it out of politics. One result is rapid improvement in the office of county superintendent. Five thousand dollars a year is offered in one case for the best superintendent to be had. Another bill more than doubled the salaries of teachers; another provided for 30 minutes of

physical exercise every day. The supreme need of Kentucky is for educational leadership; the second is for more money; the third is for an educational survey to prepare a constructive program.

Sixteen thousand signatures have been attached to initiative petitions demanding a constitutional amendment to provide increased financial support for the schools of Arkansas, and the proposal will be voted on at the next election, said J. L. Bond, State superintendent of public instruction for Arkansas. Not only have the current receipts of the State been insufficient heretofore, but progress has been hampered by inability to sell bonds for building new school-houses. The shortage of teachers has also caused difficulty. On the contrary, a State-wide law establishing higher qualifications for county superintendents has been put into effect, and a new standard for teacher preparation will be in force by 1926.

Per Capita Tax Nearly Doubled.

The per capita tax for education was nearly doubled by the recent legislature of Mississippi, stated John Rummel, president of the Mississippi Teachers' Association. The pay of county superintendents was increased to a minimum of \$2,500 and a maximum of \$3,600. The average salary of rural teachers is \$382, however. A bond issue of \$5,000,000 for higher education was voted.

Hon. J. W. Abercrombie, State superintendent of public instruction in Alabama, reported that the action of the legislature of 1919 in creating a State board of education, enlarging the personnel of the State superintendent's office, providing for consolidation of schools, and for transportation of pupils, and for increased revenues, has made possible gratifying progress in the schools of the State of Alabama. This session of the legislature adopted an entirely new code of school laws. The combined State, county, and district tax for schools is now 10 mills.

Request Annual Conference.

A resolution was adopted requesting the Commissioner of Education to make the regional citizens' conference an annual affair.

Resolutions drawn by a committee of which Gov. Brough, of Arkansas, was chairman were adopted by the conference. They were to the following effect:

Equal opportunity for education should be given to all children whether in the country or the city.

The States of this group should provide a minimum school term of nine months for all children.

The minimum standard of preparation for teachers should be not less than

WHOLE COMMUNITIES TAKEN OVER BY ORIENTALS.

California faces a problem in the rural schools upon the solution of which the preservation of American spirit in many of its rural districts seems to depend. When Americans withdraw from the farms, Orientals occupy them, and the task of the country schools is increased.

In discussing this crisis in country life, Will C. Wood, State superintendent of public instruction for California, says:

"The New England boy has left the farm for the factory, with the result that farms in New England have been abandoned. In California, American parents have moved away from the rural sections in surprisingly large numbers. The farms have not been left untenanted, however. Whole communities have been taken over by Orientals and other aliens. In some districts it is almost impossible to find enough American citizens to make up the board of school trustees. We need American schools in those districts more than in any others in order to Americanize the children of alien parents.

"We need good American schools in hundreds of other communities to keep American families from moving away, because we know that they will be followed on the farms by Orientals. If California is to remain American, we must maintain good schools in our rural districts."

graduation from a four years' high school and two years' normal school or college training with professional instruction.

Teacher-training institutions should have sufficient support to enable them to prepare enough teachers to supply all schools.

Institutions for higher education should be more adequately developed, and National, State, county, city, and rural communities should cooperate to that end.

More revenue is required for education, and the problem of how to get it should be carefully studied. The Commissioner of Education is requested to find means of making such a study. Departments of economics in the higher institutions should cooperate in the investigation.

Enrollment in the various language classes in all the high schools of New York City on October 15, 1920, was as follows:

Spanish	28,229
French	19,084
Latin	14,522
Greek	168
Italian	144
German	60

—Bulletin of High Points.

COLUMBIA'S NEW PROVISION FOR MATURE STUDENTS.

Preparation for Graduate Work May be Obtained under Advantageous Conditions—Specific Regulations Framed.

"University undergraduates" is the title adopted by Columbia University for those students who are not prepared to take up graduate or professional work until certain preparatory studies have been completed and who do not wish to enter the usual undergraduate classes at Columbia College and Barnard College.

The plan has been adopted by the university council after two years' study of the problem and it has been approved by the trustees of the university to become effective in February, 1921. The students so designated will be under the control of the university council and will follow a program of studies that will enable them, if they so desire, to receive the degree of bachelor of science in general studies.

University Undergraduates Mature Men.

It is expected that university undergraduates will include men more mature and better educated individually than the average college student.

"For this type of man," said Dean Herbert E. Hawkes, of Columbia College, "education and not regulation is the important factor. The administrative officers of the university feel that this group is large enough and important enough to justify classing them together under special rules and regulations."

Classes of students who may enroll as university undergraduates are composed chiefly of those coming from institutions whose bachelor degree does not permit full standing in graduate study at Columbia, of those who come to Columbia a year or more before completing their courses in small colleges, and of those who have completed satisfactorily a good secondary school course but who for personal reasons can not take a regular college course.

Means of Professional Preparation.

"Most of the students now in the university who would fall within the group of university undergraduate students and who would be candidates for a degree are prospective teachers," said Dr. Adam Le Roy Jones, director of admissions. "Like the students in the several professional schools, they are using undergraduate work in part as a means of preparation for a profession."

"It would seem to be fitting that the bachelor's degree to be conferred upon them be the same as that conferred upon such students, namely, the degree of

bachelor of science. The exclusive right to confer the degree of bachelor of arts now possessed by Columbia College is not interfered with by such a plan."

Prescribed courses include English, 10 points; history, philosophy, social science, 10 points; mathematics or physical or natural science, 12 points; foreign language, beyond the elementary entrance requirement, 6 points. Major work comprises courses aggregating not less than 30 points of work beyond the elementary courses in a field of study approved by the committee and must be taken in the last two years. Each candidate for the degree must pass a comprehensive examination in the field of his choice before being recommended for the degree.

Ineligible for Certain Activities.

University undergraduates will not be eligible for athletic teams. Eligibility for other forms of extra-curricula activity is in the hands of the committee on student activities. The significance of the plan is much wider than doing justice to a considerable body of students, according to F. J. E. Woodbridge, dean of the graduate faculty. "A generous opportunity," he declared, "is provided for mature students who have decided upon graduate studies to come to Columbia to complete their preparation for them without being forced either to surrender a bachelor's degree altogether or to delay their preparation by satisfying first Columbia's own prescribed studies for the degree of bachelor of arts."

CHILDREN'S BUREAU PROPOSED FOR WISCONSIN.

The establishment of a children's bureau for Wisconsin is one of the most important matters that are being discussed at the State Conference of Social Work at Oshkosh. Minnesota and Ohio are the only States that have established such bureaus so far, and the Wisconsin plan is to be modeled after the one used in Minnesota.

A legislative bill, which if unanimously approved by the State board of health and the State board of control, is to be submitted to the legislature this winter. It provides for a bureau which shall exercise such duties as are necessary "for the proper care, education, protection, or reformation of dependent, neglected, or delinquent children." In each county of the State the director of the bureau is to appoint a committee to carry on the county aspects of the bureau's work.

Other measures which are included in the bill are the care of children born of unmarried parents, the adoption of children, the status of adopted children, the annulment of adoption, and the importation of children.

GENERAL INDUSTRIAL SCIENCE AT YALE.

Fundamental Sciences Form Foundation for Practical Business Studies in Sheffield Scientific School.

"Science as applied to industry" is the title of a course announced by Yale University which will be open in the fall of 1921 to sophomores of the Sheffield Scientific School.

The object of the new course is to provide a broad training for students which can be gained through the knowledge of certain fundamental sciences and scientific methods and which will prepare them for executive and managerial positions in the business world. Although no attempt is made to cover the entire field of natural and physical science as a foundation for the practical business studies which form in the last two years an integral part of the course, attention is centered upon three branches of science, those of chemistry, geology, and metallurgy.

The work in these sciences is so arranged that the natural and logical order of development is followed, covering in some cases four years of work in a single field. Emphasis is placed upon the fact that the new course is not designed for students seeking preparation for a professional career in some particular branch of science where problems of production are likely to occupy their attention. Such professional training is provided in other courses in the Scientific School.

The purpose is to supply the training necessary for men to become factors in the business world in important executive and managerial positions, where a knowledge of science and of the scientific approach to business problems is indispensable.

EASTERN COLLEGE OF FISHERIES CONTEMPLATED.

Establishment of a college of fisheries on the Atlantic seaboard similar to that of the University of Washington on the Pacific has been suggested to Dr. Abbott Lawrence Lowell, president of Harvard University, by leading men in the fishing industry at Boston. The suggestion was made following a luncheon in honor of Dr. John N. Cobb, of the college of fisheries, University of Washington, at which the work of the college was discussed.

Arrangements were made for a committee to meet with the president of Harvard for an exchange of ideas on the project. It is not proposed to train individual fishermen for the pursuit of their calling, but, aside from the research work, to create highly trained executives capable of handling large units.

HEALTH HABITS INCULCATED THROUGH THE DRAMA.

Knights of the Bath Overcome the Dread Monster, "Disease," With Soap Powder and a Window Stick.

By MRS. ERNEST R. GRANT.

Health plays are featured in the public schools of the District of Columbia and are becoming more and more a means of inculcating health habits. Furthermore, they focus the attention of the teachers and parents upon the distinction between preventive and curative work. When a number of children have rehearsed a health play, daily for two weeks of more, the health preachment becomes instilled into their plastic minds in a way that no amount of theoretical hygiene can accomplish; and on the final night when the play is ceremoniously staged before an admiring audience of fellow pupils, parents, and friends the question of health assumes new value.

While it is understood that the paramount purpose in dramatizing health is to create a real interest and enthusiasm in solving the problem of "better health for the children," opportunity is also presented to include many other subjects of the regular school curriculum, including domestic science, drawing, manual training, and music. Very often latent ability is discovered in the children. It is interesting to note the keen appreciation of the value of things which they express, and how they determine the effects of stage properties and decorations only after deliberate thought.

A short play called "King Good Health" was produced by the pupils of Park View School. It was found in making the preparations that on the stage of the school auditorium six large stationary brass poles were to be reckoned with. The four pupils who were assigned to build the "Castle of Bad Health" and decorate the stage held a lengthy conference, and after much discussion it was decided to convert the poles into trees. Under the enthusiastic direction of the four stage managers a number of boys went to the woods and gathered large branches, with the result that the "Castle of Bad Health" was built in the midst of a green forest.

Children Make Stage "Properties."

Later, when 300 pupils of Dennison School staged "King Good Health" as a pageant, many difficulties had to be surmounted. The question of costuming so many children was in itself no small matter, and yet every costume, helmet,

and shield was made by the teachers and the children. Even the dragon "Disease," a monster some 30 feet in length, was built and painted by the boys of the seventh-grade manual training class. Three hundred children ranging in age from 6 to 16 were chosen from among the ranks of 35,000 Modern Health Crusaders of the District of Columbia. The training of the children and the preparation for the pageant covered a period of one month. Undoubtedly the general topic of conversation during that time at least was the health play, and an indelible impression was made upon the children that good health is a valuable asset and that it is largely the result of one's own efforts.

The regular school regime was not materially affected because every study period touching the subject was utilized.

The pageant was produced before about 20,000 spectators at the Central High School stadium and was repeated at the Sylvan Theater, near the Washington Monument, before about 3,000 spectators.

BRITISH EDUCATION COSTS GREATLY INCREASED.

Budget of 1920 Nearly Two and a Half Times Greater Than That for 1918.

Information received by the foreign information department of the Bankers Trust Co., of New York, shows that the amount of money provided for requirements of the British board of education in the current fiscal year, beginning April 1, is almost two and one-half times the sum necessary in 1918. The expenditure was £14,900,498 in 1916; £19,334,705 in 1918; £32,772,473 in 1919; and £45,755,567 in 1920.

Of the increase of £26,420,000 in two years, £15,000,000 represents increased pay to teachers. British teachers' salaries have more than doubled since 1913. In the same period there has been an increase of 59 per cent in American teachers' salaries. Although this percentage is not so large as the percentage increase in Great Britain, American teachers received higher pay proportionately in 1913 than British teachers.

An executive decree of August 6, 1920, provides for organizing a national polytechnic institute in Lima, Peru, for the education of students in constructive, industrial, and scientific work, and especially to give technical instruction to officers of the army and navy, and to officers belonging to the army reserve. Instruction in engineering, industrial work, agricultural engineering, etc., will be given.

TEACHER SITUATION IN NEVADA SHOWS IMPROVEMENT.

Salaries Materially Increased—Average in Elko County High School is \$2,275—New Taxing System.

The teacher situation in Nevada for the present year is improving. All schools, except those in a very few isolated districts, are supplied with teachers, and with better qualified teachers, in many cases, than it was possible to obtain last year.

First among the causes for this encouraging outlook for the schools is the material increase in salaries. In Esmeralda County, for example, the length of the session for all schools is 9.1 months, and the average annual salary of all teachers, town and rural, is \$1,462.65, an increase of about 20 per cent within a year.

In the Elko County High School, at Elko, the increase in the salaries of the teachers is even more marked. This high school has an enrollment of 115 pupils and employs 9 full-time teachers besides the principal. For 1920-21 the average salary of 9 teachers is \$2,161.10. If the salary of the principal is included, the average is \$2,275.

Carson City, Fallon, Winnemucca, Reno, Tonopah, Sparks, Ely, Las Vegas, Lincoln County High School, and many of the other schools throughout the State have materially raised the salaries of teachers.

A revision of the State taxing system to provide an adequate school revenue by placing a proportionately greater part of the burden upon the State, will be one of the progressive acts that the State Legislature will be asked to pass at its session this winter.

NEW YORK HIGH SCHOOLS ARE TOO BIG.

Reduction in the size of the largest high schools of New York City and more new buildings placed in closer proximity to the pupil groups they accommodate are recommended by Dr. William L. Ettinger, superintendent of schools of New York City, in the introduction to a report on high schools from 1918 to 1920.

High schools have doubled in size in the past 10 years, Dr. Ettinger points out, and the larger high schools, which now have an enrollment of about 5,000, are taxed far beyond their normal capacity. More schools built nearer the pupils' homes, he believes, would decrease the dangers, inconveniences, expense, and loss of time due to long journeys twice daily.

OHIO SCHOOL YEAR, 48 WEEKS.

Superintendent of Public Instruction Desires Practically Continuous Sessions—Would Stimulate Self-Activity.

Sessions the year round in the public schools of Ohio are planned by Vernon M. Riegel, State superintendent of public instruction. It is proposed that the schools be organized on a basis of 48 weeks, divided into four terms of 12 weeks each. By this plan, Mr. Riegel thinks, it will be possible to have less bookishness in the educational process and greater self-activity along the lines of native interests of the pupils.

The World the Child's Curriculum.

"It is to be remembered always," said Mr. Riegel, in discussing the plan, "that education does not consist merely of the printed page, but of development, growth, experience, and life. The world is the child's curriculum in so far as he can appropriate it. The school curriculum is but an incident of the child's education. It will be an important incident only when it is correlated with that broadening curriculum we call life, and the school curriculum and the child should not be considered as two unrelated objects to be brought together by the teacher. It must include activities drawn from the actual life of the child as well as knowledge. There should be play as well as work, for play has an important educational value and the teacher overlooking this fact will not be successful.

"Activities in school and out should coalesce in one great educational process so that the gap that now exists between the formal education and the industrial and social life of the community will be closed. The right education will take the child and his world and gradually broaden such world from day to day until finally the child steps forth into life's activities without feeling that he is changing realms at all. When the child living in that child-world in which he must inevitably live has hurled at him whole planets of knowledge that are as strange and unrelated to him as Mars is to us, is it any wonder that he thinks school is one thing and his life another? Yet school and life should blend into one grand harmony.

Education For Self-Support and For Service.

"Many leading business men, educators and people in all walks of life," he continued, "think that while our schools are good in many ways, they are not what they should be when a large number are forced to leave school early in the period of adolescence because it is ap-

parent to them that they do not receive the preparation necessary for their places in the world except for the professions.

"Our Government owes it to our boys and girls to teach them how to make a living. It owes this to them first and it should pay this debt first. Then if there be time the other debts it owes should be paid. We can not rightfully be proud of our educational systems until we have made it possible for every boy and girl to have the highest training necessary for happy and successful lives.

"We must educate for service. Too long the purpose of education has been to give that type of so-called culture that consists in academic knowledge that adorns the mind as earlier days conceived it—knowledge so that the individual might be exalted to a higher social plane to be served rather than to give service.

"Manual labor was menial and was performed by the vassal. Honest toil will be dignified only after a proper relation has been established between our educational system and industrial life. He who labors on the farm, in the store, the shop, the mine, is honorable because without his service civilization could not go forward. True culture consists in determining that which we are best fitted to do and in training ourselves to do that work well."

INCREASE FOR NEW YORK UNIVERSITY PROFESSORS.

Increase of salary for the second time within a year has been granted to the faculty of New York University. The advance in salaries was voted recently, but was made effective as of September, 1920.

No schedule of salaries in the several grades has been definitely adopted, but the individual salaries, as now voted, average a little more than \$5,000 per year for professors, about \$4,000 for associate professors, a little more than \$3,000 for assistant professors, and a little over \$2,000 for instructors. The range of payment, excluding a few exceptional cases, is from \$4,500 to \$6,000 for professors, \$3,500 to \$4,400 for associate professors, \$2,600 to \$3,500 for assistant professors, and \$1,500 to \$2,500 for instructors.

In putting this new scale into effect the university has been greatly assisted by the general education board which granted an appropriation of \$20,000 a year for two years for the express purpose of raising salaries. When the two years have passed it is expected that the university will be able to take care of itself, because of the campaign now in progress for a new endowment fund.

ALABAMA INCREASES SCHOOL APPROPRIATIONS.

State Contribution for New One-Room Building is \$450—Proportionate Amounts for Larger Buildings.

Increased aid from the State for erecting, repairing, and equipping buildings for rural schools in Alabama was authorized at the recent special session of the State legislature by an amendment to the existing rural-school act. The appropriation for a one-room building was increased from \$400 to \$450 and for a five-room building from \$1,500 to \$2,300, with proportionate increases for two, three, and four room buildings.

An appropriation of \$1,500 was made to county high schools, with the provision that payment of \$1,000 is obligatory, and that payment of the remaining \$500 shall be made if and when in the opinion of the governor the condition of the treasury is such as to warrant the payment.

Vocational Rehabilitation.

• To provide for the vocational rehabilitation of persons disabled in industry and otherwise, the legislature appropriated more than \$83,000 to cover a period of four years to equal the Federal funds allotted to the purpose for Alabama.

By the same act the State board of education is empowered to make investigations relating to the rehabilitation of disabled persons; to promote the establishment of schools; to cooperate with local boards of education, organizations, and communities in the maintenance of such schools, departments, or classes; and to prescribe qualifications for teachers, directors, and supervisors of such subjects.

The act provides further that boards of education may use for this type of education any money raised by public taxes in the same manner as moneys for other school purposes are used in the maintenance and support of public schools.

Physical Examinations and Physical Training.

Examination for mental and physical defects of every child attending the public schools of the State is provided by another law enacted during the special session. The bill states "that every public and every private or parochial school shall adopt a system of physical education, the character of which shall conform to the program or course outlined by the State department of education."

Work of a productive nature, amounting to \$1,796.42, has been accomplished by the manual training centers of Detroit since September, 1920.

SCHOOL LIFE

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Editor, JAMES C. BOYKIN.

TERMS.—Subscriptions, 50 cents per year, in advance. Foreign (not including Canada, Mexico, Cuba), 75 cents. Copies are mailed regularly, without cost, to presidents of universities and colleges, State, city, and county superintendents, principals of normal schools and of high schools, and a few other administrative school officers.

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INSTITUTE ON RURAL WELFARE FOR WOMEN.

Oxford University conducted recently, under the grant of the ministry of agriculture, a school of instruction for women, the first of the kind. A similar school was held at the University College of Wales also. Each school lasted for two weeks and each included 25 voluntary organizers, 20 of whom were maintained by the grant of the ministry, and the others at their own expense. The National Federation of Women's Institutes selected the women to attend the schools and chose those who seemed capable of greatest usefulness in the rural districts.

The main subject of instruction was agriculture in its historical and more general aspects. The students were urged to bring to the attention of the rural public the many educational facilities available from parish, district, and country councils. Village recreations, home making, and hygiene were also included in the course of study.

SIMILAR INEQUALITIES IN ALL THE STATES.

Tax the property where it is and send the money where the children are. Thus only is it possible to maintain the general and uniform system of common schools which the constitution of Indiana demands, according to a pamphlet widely distributed throughout that State during the recent "better-schools campaign."

And an excellent case is made in support of the contention. In one county there is \$22,086 of taxable property for each child of school age; in another, only \$1,873. A single township contains taxable wealth amounting to \$18,000,000, but three whole counties in other parts of the State have about the same valuation in the aggregate.

One township in the State has taxable property valued at only \$100,000. There is such an unequal distribution of wealth

that some corporations are able to maintain their schools with a local tuition tax of 5 cents on each \$100 of valuation, but others can not keep their schools open for the minimum term required by law although they levy the full tuition tax of 75 cents which the law permits. Citizens in some localities, therefore, bear a burden 15 times as great as other citizens bear, and even then can not maintain an equal standard of instruction.

Two Indiana counties have 15 standard high schools and 23 counties have 10 or more, but two other counties have only one each. Because of this scarcity of high schools in certain counties, and the difficulties in reaching them, thousands of Indiana children may never hope to obtain a high-school education, although in more-favored localities a high school is in easy reach of every child.

The remedy proposed is to let the State of Indiana become the principal taxing unit for school purposes and bear not less than 75 per cent of the financial burden of maintaining a uniform school system open equally to all.

Does not a similar condition exist in every State in the Union?

MEMPHIS SCHOOL CHILDREN ARE THRIFTY.

Deposits amounting to \$2,937.17 were recently made in a single banking day in the School Savings Bank of Memphis, Tenn. More than 35 per cent of the children in the 37 schools of the city made deposits on that day, the average of which was 36 cents.

The highest proportion of depositors was that of the Jefferson Street Special School, two-thirds of whose pupils made deposits; and the lowest was Central High School, which showed only 294 depositors out of 1,522 students.

More than 13,000 children, 58.4 per cent of the enrollment in the schools, have active accounts with the bank. Only \$3.90 was withdrawn in a week.

LEAVE WITH PAY FOR AUSTRALIAN TEACHERS.

Long-service leave has recently been granted to the teachers of New South Wales. In Western Australia the teachers have enjoyed these benefits for many years, and often they spend the time granted in studying education in other States. They are entitled to six months' leave on full pay for every 15 years, or three months for every 10 years. This long-service leave is a splendid stimulus to the teachers.

PUPIL TRANSPORTATION IN TWO ALABAMA COUNTIES.

Transportation cost \$29.91 per pupil in Jefferson County, Ala., in 1919-20. Twenty-six routes were operated, varying in length from 6 to 48 miles. Automobiles are used over 22 of the routes. The contractors received from \$36 to \$335 per month, and the highest price was paid for carrying 10 pupils 10 miles a day. The sum most frequently paid was \$100 a month. The contractor who carried 44 children and traveled 48 miles a day received \$140 a month for it.

In Montgomery County, Ala., nearly all the trucks used for transporting pupils belong to the county board of education.

SEVEN NAMES ADDED TO HALL OF FAME.

The senate of New York University announces that the following names have been added to the Hall of Fame for Great Americans: Samuel Langhorne Clemens, James Buchanan Eads, Patrick Henry, William Thomas Green Morton, Augustus Saint-Gaudens, Roger Williams, Alice Freeman Palmer.

In May, 1921, there will be a public unveiling of the bronze tablets bearing these names and also of 19 tablets bearing names previously chosen. Thirty-seven tablets have already been unveiled.

CIVIC CREED FOR BIRMINGHAM CHILDREN

I am a citizen of Birmingham, of Alabama, and of the United States.

I will help to make my city a clean, healthful, and beautiful place to live in.

I will help to make my State better by obeying the laws, and by helping others to obey them.

I will be a good American, and will always love my Country and my Country's Flag.

I will try to learn to make an honest living, so that I may be happy myself and helpful to others.

I will always try to be fair in play and true in work.

I will try to be kind to every living thing—the poor, the weak, the old, and especially to dumb animals.

I pledge these services to my City, my State, and my Country.

TRAINED TEACHERS FOR RURAL SCHOOLS.

Iowa Maintains Normal Training Departments in 192 High Schools—Course Covers Two Years.

Better preparation of teachers for the rural schools is the most vital need of the public-school system of Iowa. Schools in the rural districts should be made inviting, and so efficient that the pupils will be able to measure up educationally with the students in the city or town schools. The teacher must be trained not only in methods of teaching, but she must have a knowledge of the rural problems and be willing to expend the energy necessary to solve these problems. She must not only be academically and pedagogically prepared, but also interested in the social and home life of the rural people. She must be a good administrator, teacher, disciplinarian, and community leader, and should possess the qualities which will change the monotony which generally surrounds the rural school into living interest.

Normal Schools Do Not Supply Demand.

Realizing all this, and knowing that the State normal schools do not supply a sufficient number of trained teachers for rural schools, the General Assembly of Iowa has provided for the organization of the normal training high-school department in such high schools as meet certain standards as to qualification of teachers, buildings, equipments, and the other specific requirements.

These departments are located so geographically as to serve the needs of the State to the best advantage. There are from one to four departments in each county of the State. Each of these departments receives \$750 annually as special State aid. There are 192 normal training high-school departments in the State with an enrollment of 4,200 pupils. During the year 1919-20, 2,460 normal training high-school certificates were granted to graduates of the normal training high-school course.

Supervisors Are Well Prepared.

The course is maintained in the eleventh and twelfth grades of the high school. It is supervised by a critic teacher or supervisor who is specially prepared for this work. This teacher must have four years of collegiate preparation, experience in rural and graded schools, and must have specialized in education.

The professional requirements of the course are divided into four semesters of 18 weeks each, as follows: Rural educa-

tion, psychology, school management, and methods of teaching. Each school also has a plan by which each pupil in the course is required to do some observation and practice teaching in both the rural and graded schools. This work is under the direction of the critic teacher or a competent supervisor. The problems of the rural school are kept constantly before the students.

Graduates Receive Teachers' Certificates.

For two years all the students in the normal training high-school course are under expert instruction, and they are thus able to meet the problems when they go into the schoolroom as teachers. The academic subjects are pursued as a part of the regular high-school course. Special emphasis is placed on agriculture, manual training, and home economics. Each student on finishing the course receives a normal training high school certificate, granted by the department of public instruction and good for a period of two years. This certificate is regularly renewable for three years.

The effect of the professional training which these young people receive in the high school is having a very desirable influence in developing the efficiency of the rural schools.

BUFFALO POLICEMEN MUST STUDY FOREIGN LANGUAGES.

Policemen in Italian and Polish districts of Buffalo, N. Y., are required by the chief of police to study the Italian and Polish languages. Courses for the policemen are offered in the school conducted by the Knights of Columbus. The courses are free to the policemen who served as soldiers, sailors, or marines during the war. Similar courses will be offered in Knights of Columbus schools in other cities according to the demand for them. The chief of police of Buffalo says that such knowledge of languages improves the efficiency of the policemen, especially in the constructive work of guiding and counseling foreign-speaking residents.

PRINCETON SCHOLARSHIPS AS WAR MEMORIALS.

Scholarships as memorials to Princeton men who gave their lives in the World War have been approved by the board of trustees of Princeton University. A scholarship will be established in the name of each alumnus who died in the service of the United States, and 144 new scholarships will be provided. The scholarships will be endowed by the allocation of sufficient amounts from the endowment fund.

HIGHWAY COMMITTEE APPOINTS DIRECTOR.

Work Assumes Permanent Aspect and Professor Tilden of Yale will be Executive Officer.

Prof. C. J. Tilden, of Yale University, was appointed director of the permanent committee on highway and highway transport education, and he has been released from his university duties for the next eight months to carry on the important work which has been outlined by the committee. He will receive the co-operation of the Bureau of Public Roads, the Bureau of Education, the War Department, and other agencies interested in highway and highway transport education. Prof. Tilden will direct surveys and gather data to assist educators and others who are interested in educational problems of highway and highway transport.

Prof. Tilden was graduated from Harvard University with the degree of Bachelor of Science in 1896. He has been an instructor in civil engineering in Cornell University; instructor, assistant professor, and professor of civil engineering in the University of Michigan; professor of civil engineering in Johns Hopkins University, and professor of engineering mechanics in Yale University.

The members of the permanent committee on highway transport are: P. P. Claxton, Commissioner of Education, chairman; Thomas H. MacDonald, chief of the Bureau of Public Roads; Col. Mason M. Patrick, Corps of Engineers of the U. S. Army; Roy D. Chapin, vice president of the National Automobile Chamber of Commerce; Paul D. Sargent, president of the American Association of State Highway officials; H. S. Firestone, president of the Firestone Tire & Rubber Co.; and F. L. Bishop, secretary of the Society for the Promotion of Engineering Education.

TRAVELING COLLECTORS RECEIVE CHILDREN'S DEPOSITS.

Banking service for children in rural schools in California is afforded by traveling collectors sent by a San Francisco bank. Four collectors visit 302 schools throughout California every week, traveling 1,250 miles. In this way, the children of the rural schools have the same opportunities as children in the cities and towns of developing habits of thrift and saving. The school savings department of the bank has been in operation for nine years. On September 1 the savings of school children deposited in this bank amounted to \$647,561.37.

COLLEGE AND SECONDARY-SCHOOL STANDARDS.

New England Association Meets in Boston—Desires Improvement in Teachers and Terms.

Standards for secondary schools and for colleges were discussed at the annual meeting of the New England Association of Colleges and Secondary Schools held in Boston, December 3 and 4.

A preliminary report on standards for secondary schools was adopted by the association. In presenting the report the committee said that its purpose was to set down as standards only what experience and the best usage have shown to be definitely attainable rather than what might seem ultimately desirable. It was pointed out that in the formulation of the standards, "should" and not "shall" was used in almost every instance. The committee on standards is to continue its work with the probability of presenting a report next year that may be fully approved and adopted.

Qualifications for Teachers.

The report recommended that teachers of academic subjects shall have had at least four years of study in institutions of college grade, or the equivalent, and that those beginning in September, 1923, or thereafter, shall have had professional training equivalent to 12 semester hours. This is qualified to the extent of allowing satisfactory evidence of successful experience to be accepted in partial fulfillment of the requirements.

It was recommended that the requirement for graduation from secondary school shall be the completion of at least 15 units. The committee recommended that in no case should the school year be less than 160 actual school days, and preferably should not be less than 180 actual school days.

In the opinion of the committee a school schedule should provide for each teacher one period of a day free from class instruction and study hall supervision, and that a teacher should not be required to give class instruction for more than six periods in one day; also that a teacher's schedule should not include subjects from more than two of the following fields of knowledge: English, mathematics, social studies, foreign language, natural science, commercial subjects, practical arts.

The committee recommended 25 as the maximum number of pupils per teacher, and that at least three teachers, including the principal, shall be employed in a four-

year secondary school, and that classes should not exceed 30 pupils.

As to equipment, the report emphasized the school library, stating that schools of 500 pupils or less should have at least 2,000 volumes.

Income and Faculty for Colleges.

Standards for colleges were given in a report in which recommendations were made that the annual income of the college should be at least \$100,000; that at least half the faculty should have the rank of professor, associate professor, or assistant professor; that at least one-fourth of the faculty should possess the degree of Ph. D., and that at least three-fourths should have the degree of A. M.

AGRICULTURAL CLUBS ENROLL NEARLY 28,000.

Indiana Boys and Girls Take Lively Interest in Farm Projects—Garden Clubs Popular.

Nearly 28,000 Indiana boys and girls, principally those living on farms, enrolled in agricultural-club work during the past summer, according to the annual report just published by the agricultural extension department of Purdue University. This is an increase of only a few hundred over last year, but no effort was made to boost enrollment. The leaders devoted their energies to inducing a larger percentage of boys and girls to finish the projects. Club work is unusually strong in Indiana because of the hearty cooperation given by county boards of education and superintendents, the State department of public instruction, and other official bodies.

The garden club was the most popular again this year, with 10,846 of the total number enrolled. Pig clubs were next, with 2,326 boys and girls entered, and the sewing club was third, with 1,327 entered. Corn growing was fourth, with 1,032 boys and girls competing.

The club work extends to practically every county of the State, and 749 clubs were formed during the summer. Reports received from a number of them indicate that a larger percentage of the boys and girls enrolled will complete their projects than in any previous year.

Three counties, recognizing the value of the work in building up their agriculture, have employed men to devote all their time as county-club leaders, and 26 others have men serving as part-time county leaders of club work. Seventy-seven other persons in the State assist in supervising the work of the boys and girls so that they will direct their energies in the proper channels and obtain the best results.

ARKANSAS LEGISLATORS MAKE EXTENDED TOUR.

Cost Paid by Business Men—Agricultural Colleges of Five States Are Visited.

Twenty-three senators, 57 members of the house of representatives of Arkansas, and the governor-elect of the State made a tour of the agricultural colleges of Illinois, Indiana, Iowa, and Missouri, and then they inspected their own agricultural college at Fayetteville.

The tour cost the legislators individually not a cent, for all the expense, amounting to more than \$15,000, was paid by subscription by business men of the State at the suggestion and under the leadership of J. R. Alexander, himself a member of the legislature and a successful planter.

Mr. Alexander thought that it would help the members of the legislature to decide what they could best do for Arkansas agriculture, the Arkansas Agricultural College, Experiment Station, and Extension Department, and the four district agricultural schools to visit and study the agricultural colleges in the Central West that have been unusually helpful to the farmers of their States and have trained large numbers of farmers' boys and girls.

He invited Governor-Elect Thomas C. McRae and every member of the legislature to make this tour. It was understood that the payment of the expenses in no way placed any obligation whatever on the member of the legislature accepting it. It was made one of the conditions of the trip that no legislation of any kind should be suggested to the members.

Men who were active in the conduct of the tour and are well acquainted with the attitude of the legislators are jubilant over the results. They are convinced that Arkansas will soon take a mighty step forward in education and that the tour was, as one of them expressed it, "the greatest thing that was ever pulled off by any set of business men in any State in the Union."

It is confidently expected that Arkansas will have the most enthusiastic legislators that have ever been called to sit in a body to enact laws for higher education.

The State has been greatly handicapped by the limit on taxation which the law has imposed. The coming session of the legislature will be asked to remove that limit, and little doubt is entertained that the response will be favorable. The governor-elect is a warm supporter of public education.

KINDERGARTENS OF THE PRESENT AND OF THE PAST.

(Continued from page 1.)

the kindergarten. They have experimented with sand and clay, with blocks, with paper and scissors, and they have discovered what they can make with each kind of material. Crude furniture, pat-a-cakes, and inclosures which they call "houses" have been the result of this individual experimentation.

Children Share in Group Interests.

As their kindergarten experience grows and deepens through excursions, and conversation, pictures, and stories, the children begin not only to relate their own ideas, but they begin to relate their activities to those of the group. Instead of making a little paper mat or a sewing card which is taken home when it is finished, at the end of the morning, as used to be the practice in the kindergarten, the children's interest in what they have made begins to extend over a longer time than one morning. The house must have more details added next day. A fence must be built around it, or it must be brought into relationship with the store that the little neighbor has made. And as the community idea begins to grow clearer the children become more absorbed in the project, and it is carried on over longer periods. In this type of work the children not only are gaining the valuable habit of holding to the accomplishment of an idea for an extended time, but they are learning to share in the interests of the group, and to relate their ideas to those of other children.

In this "group sharing" the judgment develops. At first "the best" and "the prettiest" is always "my own"; but, when children really begin to share in a group project, they begin to recognize special ability in members of the group, and one hears such spontaneous tributes as: "Let Alfred make the barn for our farm, he knows how"; or "Come and show me how you made the ladder in your store; I want one in mine!"

Will Learn When to Move.

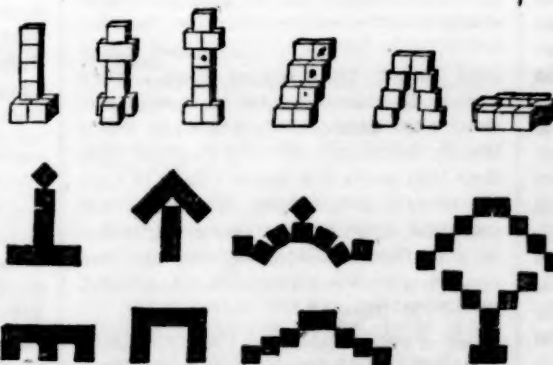
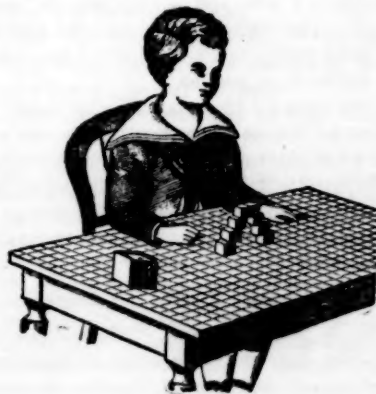
The children exercise surprising self-control in keeping a project from day to day without knocking down any of the buildings. In the smaller kindergarten rooms, children move about freely and play their games in close proximity to the buildings on the floor, but their interest in what they have made prevents the destruction of a single house or store. To quote again from *The Play Way*, by Caldwell Cook, "Learning how to move

is of immeasurably greater importance than learning to sit still. In all natural life, for one moment of apparent stillness there are millions of active moments. A child who is left to profit by experience will soon learn when to be still, when to move, and even how to move, in due accordance with the need of the occupation he is engaged upon."

The little child in the second picture looks as if he had learned to sit still, and to move only under teacher direction. Indeed that is what he is supposed to be doing. This quaint little picture appeared in a book published some 25 years ago, entitled "Exposition of the Kindergarten." Underneath the picture of the child are shown two "sequences" in block building. The child has arrived at the fifth step in the first sequence.

Ways of Long Ago.

In the days of yesterday, it was the custom for the teacher to plan what kind of material should be used in the day's program. If it were "a gift," the little boxes were passed to the children and each child was told to place his box of blocks a certain number of inches from the front of the table. At a given signal, the cover of each box was opened half an inch, then the box was turned over and the cover pulled out, and the box lifted carefully so that its cubical



KINDERGARTEN WORK OF 20 YEARS AGO.

contents would not be disturbed. After this impressive ceremony, the teacher dictated "a sequence" which had been prepared for the occasion. In the sequence, each form that was built must grow out of the preceding form, and under no circumstances must the blocks be tumbled over and the form destroyed.

This educational practice was beautiful in theory, but, unfortunately, the child's mind did not always follow the line of the teacher's "imagining." Children have even been known to rename the forms, and what was built under teacher dictation as "a monument," became "a telegraph pole" when the children were actually engaged in play.

Suppressed Legitimate Activity.

Large numbers of children engaged in doing the same thing at the same time and in the same way has too often been regarded as social education in the formal kindergarten and in the formal elementary school. There is appearance of unity, but it is purely external. It is the business of the school to help the child to adjust himself to the group, but this is not secured by crushing initiative nor by suppressing legitimate activity.

In the modern kindergarten a child is not expected to engage immediately in organized group work. This does not mean that the kindergarten places any less value on the social aspect of education than formerly. What is desired is the cultivation of social habits and attitudes in the children rather than the external form of group activities.

Contrast the two pictures once more. Maggie, on her own initiative, gets an empty box and begins to pick up the extra blocks on the floor, because she thinks that the children have finished building and she feels responsible for "clearing up." But Carlotta calls out, "My store isn't done, I need more blocks." Then Maggie puts the box down and says, "Well, you put them away, then, when you're through." Then Charles calls to Carlotta, "Give me another block like this one, so I can finish my chimney." Isn't that social training?

No Opportunity for Contact.

Now, look at the child in the other picture. He is pictured as working alone, but that is only because it is not necessary to show the other children in the picture, as they would all be doing the same thing. During this type of lesson there was no opportunity for contact of child with child, and at the end of the lesson each child automatically put the blocks back in the box the one right way,

which was to build up the cube and to put the box over it. Every child then sat passively while the boxes were collected and put on the high shelf in the cupboard by the teacher.

Situations Must Demand Thought.

There must be flexibility in any school program in order that situations may arise that demand thinking on the part of the children in relation to social situations, and it is this aspect of training that is one of the great values of the modern kindergarten. In free work, thinking is demanded of the child not only in relation to social situations but in using material to carry out his play purposes. When a child "thinks his way through" to a result that, to him, is worth while, then there is "whole-hearted purposeful activity." It is the process that is significant and not the result.

School people are so accustomed to thinking in terms of finished products they do not always realize that it takes intelligence for a child to express the essential characteristics of the objects about him in blocks, in clay, or in other materials. Better a crude result that expresses some thought of the child than the finished result which is the expression of the teacher and which the children have been drilled to reproduce. It is children we are trying to develop in the modern school and not materials or subject matter.

Must Know What the Idea Is.

In the highly organized group activities of the kindergarten children often went through mechanical activities that meant nothing to them. In one kindergarten the children were representing, through rhythmic activities, the transformation of the caterpillar into the butterfly. After the performance was over, a visitor said to a very sensible-looking little boy, "What were you playing?" He responded, listlessly, "Oh, those are just ribbuns; we do them every day!" Of course, there must be some emphasis upon the drill and habit formation in the kindergarten as well as in the grades, but when the purpose of an exercise is the expression of an idea the activity has no meaning if the children do not even realize that an idea is being expressed.

The modern school is making real progress in breaking up "group domination," in grading children according to their ability, and in making provision for the individual to develop as rapidly as his intelligence will allow. Making the bright child "keep pace" with the

laggards in the class is not giving him a fair deal. In a reading class a little boy was told by the teacher to read "the next paragraph." When he began to read four pages in advance of the rest of the class the teacher said, severely, "Jack has lost the place!" "Oh, no, I haven't," he naively replied; "I have my own place, but I can't keep the place of everybody in the class!" Jack got into trouble because there was really a purpose in his reading; he was getting thought from the printed page.

Similar Progress in Primary School.

The emphasis upon silent reading is one of the tendencies in the modern elementary school, and Jack would have found his place and kept it in such a school. The changes in methods and equipment in the modern primary school are in line with the progressive tendencies in the kindergarten. The National Council of Primary Education is emphasizing the need for rooms for primary children that will allow more physical activity. Materials and equipment that will enable children to express thought are emphasized, and not the kind of materials that have been labeled "busy work." In Education Bulletin, 1919, No. 69, entitled "Proceedings of the Fourth Annual Meeting of the National Council of Primary Education," is a suggestive equipment list for a modern primary room. The bulletin also contains reports of progressive work and of formal work in elementary grades.

The changes in materials and in equipment in the kindergarten have created a need for information on this subject, and a bulletin will shortly be published by the Bureau of Education containing plans of school buildings and types of equipment lists.

Kindergarten Provides for Activity.

In a book entitled "Suggestions of Modern Science Concerning Education," the preface contains this significant statement: "Some mothers whose daily care of little children during the years when they were acquiring knowledge and developing their powers naturally, instinctively, were convinced that school hampered rather than helped them. They argued if 'sensation tends toward motion,' why, during the years when life is largely sensation, do we screw our children into desks five hours a day; if variety of type is desirable, why strive for uniformity; if surplus energy is necessary to further evolution, why not conserve that wonderful superabundant vitality of childhood?"

The kindergarten and the elementary school of to-day are providing for plenty

TO ADVANCE THE STUDY OF POLITICS.

Williams College Will Hold Summer Institute Under Eminent Scholars—Lectures Open to Public.

Completed plans for an institute of politics to be held for the first time in the summer of 1921 have been announced by Williams College, Williamstown, Mass. The object of this institute is to advance the study of politics and to promote a better understanding of international problems and relations. It is proposed to bring together for a month or six weeks each summer a selected company of eminent scholars and special students; to offer courses of lectures by men of national and international distinctions; to organize round-table discussions by members of the institute; and to provide facilities for research and intensive instruction for students in special fields.

The subject chosen for the first session is "International Relations." It will be treated in its historical, political, industrial, commercial, and institutional phases. The round-table conferences will be in charge of professors from American colleges and universities. The lectures are to be open to the public, but classes and conferences may be attended only by members of the institute. Membership in the institute is limited to members of the faculties of colleges and to those to whom, by reason of special training and experience in the field of politics, invitations are extended.

Members of the board of advisers are William Howard Taft of Yale; Archibald C. Coolidge, professor of history at Harvard; John Bassett Moore, professor of international law and diplomacy at Columbia; Philip M. Brown, professor of international law at Princeton; Edwin A. Alderman, president of the University of Virginia; Jesse S. Reeves, professor of political science at the University of Michigan; Edward A. Birge, president of the University of Wisconsin; W. W. Willoughby, professor of political science at Johns Hopkins University; Harry Pratt Judson, president of the University of Chicago; and James Scott Brown, of Washington.

of activity and supplying the kinds of materials that call for the use of the larger muscles. Individual expression is encouraged in the members of the school group, and the carrying out of a more natural program is seeking to preserve the "wonderful superabundant vitality of childhood."

SOME OF THE NEW BOOKS.

BY JOHN D. WOLCOTT.

BALDWIN, BIRD T., and others. Studies in experimental education. Baltimore, The Johns Hopkins press, 1920. xii, 75 p. charts, tables. 8°. (Johns Hopkins university studies in education, ed. by E. F. Buchner, no. 3.)

This study comprises a collection of papers which give a diagnostic picture of 129 out-of-step pupils who represent, in most instances, examples of maladjustment in educational progress. The majority of these children were retarded pupils from the Baltimore public schools who were enrolled in a summer demonstration school at Johns Hopkins university. The twelve selected studies presented in this publication were produced conjointly by Johns Hopkins students in experimental education, by their instructor, and by the teachers of the demonstration school.

BRUCE, PHILIP ALEXANDER. History of the University of Virginia, 1819-1919; the lengthened shadow of one man. Centennial ed. Vol. 1-2. New York, The Macmillan company [1920] 2 v. fronts. 8°.

These two volumes carry the narrative from the founding of the university on through the "formative and experimental stage," 1825-1842. Subsequent volumes are to continue the record to 1919.

MACCRACKEN, JOHN HENRY. College and commonwealth, and other educational papers and addresses. New York, The Century co., 1920. 420 p. 8°.

A collection of addresses and papers prepared by President MacCracken, of Lafayette college, for various occasions. The topics relate mainly to sundry phases of college administration and college life. One paper is included on the subject of a National department of education.

NORTH CAROLINA. STATE EDUCATIONAL COMMISSION. Public education in North Carolina; a report by the State educational commission, prepared under the direction of the commission by the General education board. Raleigh, Edwards & Broughton printing co., State printers, 1920. x, 137 p. plates, tables. 12°.

Members of the State educational commission: Robert H. Wright, chairman; L. J. Bell, secretary; N. W. Walker, C. E. Brewer, C. C. Wright.

The report here submitted contains the findings and the general recommendations of the commission. It first describes the schools as they are at present, next sets forth the hindrances to development, and finally undertakes to point the way to improvement by means of better administration, better trained teachers, and better financial support. The commission acknowledges valuable cooperation in making the survey from the educational workers and interested citizens of North Carolina. A subsequent report will contain a proposed new school code for the State.

NUNN, THOMAS PERCY. Education: Its data and first principles. London, Edwin Arnold, 1920. viii, 224 p. 12°. (The modern educator's library. General editor—Prof. A. A. Cock.)

The series to which this book belongs is designed to give considered expositions of the best theory and practice in English education of to-day. The book's message is addressed both to professional students of education and to the wider public which is interested in social progress. The author announces that his purpose in the work is to reassert the claim of individuality to be regarded as the supreme educational end.

SCRANTON, PA. BOARD OF SCHOOL DIRECTORS. Survey of the Scranton public schools, 1918-1920; under direction of the Board of education, Scranton, Pennsylvania. [Scranton, Pa., 1920.] 242 p. map, tables, charts, fold. plate. 8°.

A report on the work and status of the Scranton public schools during 1918-1920, prepared by the school officials and teachers. The book contains numerous graphic charts and tables illustrating the results of measurements of the school equipment and work in the various departments.

SLOSSON, EDWIN E. Creative chemistry, descriptive of recent achievements in the chemical industries. New York, The Century co., 1920. 7 pl., 311 p. front., plates, diagrs. 8°. (The Century books of useful science. A. Russell Bond, general editor.)

The chapters reprinted in this volume were originally published as a series of articles in the Independent in 1917-18 for the purpose of interesting the general reader in the recent achievements of industrial chemistry and providing supplementary reading for students of chemistry in colleges and high schools. In these pages the author describes in a clear nontechnical style the wonderful achievements of modern chemical activity, and presents some of the great problems which must continue to engage the attention of our chemists. In the introduction to the book, Prof. Julius Stieglitz, of the University of Chicago, points out the importance of preserving American independence in chemical manufacturing, for the maintenance of our industries in the keen competition which is to follow the reestablishment of peace conditions.

A limited number of copies of Creative chemistry are available for free distribution, and may be had on application to the Chemical foundation, 81 Fulton Street, New York City.

WILSON, G. M., and HOKE, KREMER J. How to measure. New York, The Macmillan company, 1920. vii, 285 p. tables, charts (partly folded). 12°.

The authors of this book believe that the individual classroom teacher should understand and give the standard tests in school subjects and in general intelligence. The

chief purpose to be served by these tests is the diagnosis of pupil ability and pupil difficulties, with the object of correcting methods of teaching and curricular material. Courses in educational measurement should be included as a necessary training for all teachers. The book takes up those tests which on account of their use, purpose, and adaptability have been found most serviceable to classroom teachers, including a rather full treatment of grade subjects, and a chapter each on high-school subjects and on the measurement of general intelligence. The style of presentation is appropriate for introducing classroom teachers to a knowledge of measurements.

ASSOCIATION OF CANADIAN SCHOOL TRUSTEES.

Trustees of public schools of the Province of Ontario, Canada, have formed an association and are conducting a campaign to stimulate a deeper interest in primary and secondary schools. Fifty county educational associations have been organized and additional associations will be formed in the remaining counties of the Province. Each association is expected to hold from 5 to 10 conferences in small centers in the rural districts. Among the topics suggested for these conferences are: Democracy and education; The school as a community center; Continuation classes; The noon lunch in rural schools; Medical and dental inspection; The value of education to the individual and the State; Cooperation of trustees, teachers, and inspectors; Women on school boards; Home and school clubs; The school building and equipment; and Rural depopulation and schools.

CARE OF FEEBLE-MINDED CHILDREN.

Feeble-minded children in the State of Iowa were the subject of a report submitted by a committee at the meeting of the State Teachers' Association held in Des Moines in November.

The following recommendations were made to the educational council of the association: (1) Establishment of a psychological clinic in connection with the child-research division of the department of education of the State University; (2) enlargement of State institutional facilities for the care of the lowest types of feeble-minded children, and to local communities for educational support of cases requiring home life; (3) provision for training teachers for feeble-minded children; (4) appointment of a committee to prepare course of study for classes of feeble-minded children in educational institutions; and (5) establishment of an ungraded room for feeble-minded children in the school system of each city of population of 3,000 or more.

COMPULSORY ATTENDANCE LAWS LACK VIGOR.

(Continued from page 2.)

Considerable disagreement exists among parents, and even among educators, as to the proper age for entering school. When the child goes to school he comes for the first time into contact with many other children, and has unusual opportunities to get communicable diseases. When such young children are obliged to stay out of school for a few weeks on account of sickness parents do not consider it urgent that they should return to school even when they have fully recovered. To delay school work for another year is not considered a matter of serious concern.

All these factors largely explain the "overweight" of the first grade. In the kindergarten the average child attends less than one-half of the school term (46 per cent). The corresponding percentage may be almost as large for the first grade. Why should not compulsory attendance laws apply to first-grade children if they are administered with discretion?

In 80 cities enrolling over a million children in 1908 there were 66 children repeating the work of the first grade for every 100 beginners. In 1918 there were only 53 children in these cities repeating the first-grade work for each 100 beginners. Cities are gradually solving this problem, but more than one-third of the children in the first grade of city schools are repeaters even now. Undoubtedly a wisely administered compulsory attendance law applying to all children who enter school and to all children who have become 6 years of age would eliminate much repetition in the first-grade work.

Laws Do Not Go Far Enough.

How far the States fail to attain this reasonable ideal is clearly revealed when an analysis of compulsory attendance laws is made. In 19 States the compulsory attendance laws do not become effective until children reach their seventh birthday; in 29 States the corresponding age is 8; while one State does not compel attendance until after children are 9 years of age. Only two States do not permit children to enter school until they are 7 years old. In other words, 47 States permit 6-year-old children to attend school, but not a single State compels them to attend. We are reteaching more children in the first grade than there are students attending public high schools in the whole United States. One-tenth of all the children attending the public schools of the Nation are repeating the work of the first grade.

Attendance of Children Above Compulsory Age Limit.

The census of 1910 showed that children began noticeably to drop out of school after they had reached their thirteenth birthday. Almost 89 per cent of the children in the United States of the age of 13, only 81 per cent of those 14 years of age, only 68 per cent of those of 15, and only a little over one-half of those of 16 were attending school.

A recent study of 80 city school systems shows that at the age of 13 only 85 per cent of the children who should be attending public schools are actually attending. At the ages of 14, 15, and 16, the corresponding percentages are 65, 41, and 24, respectively. These percentages show that there is a greater tendency for city boys and girls to drop out of school than for those living in the rural districts. This condition is to be expected, since greater opportunity to secure employment prevails in cities than in the rural communities. School mortality at these ages in city schools constitutes a problem of vital concern. The "critical period" in school attendance begins, therefore, at the age of 14.

How may compulsory attendance laws help to solve this problem of school mortality? What kind of laws are now in force? What ideal laws are practicable? In eight States certain labor permits are granted to certain children who have reached the age of 12. With this low minimum in a few States it may be expected that withdrawal from school will begin at the ages of 12 or 13. In four States labor permits are not granted to children under 15 years of age. In all other States labor permits are granted to those who have become 14 years of age and who have met the required educational attainments. Almost unanimous practice prevails among the States in granting work permits to children who are 14 years of age. Such laws invite withdrawal from school at this age. If 68 per cent of all the children 15 years of age find it advantageous to attend school, should State laws authorize other children of this age to withdraw? In this age of democracy, democracy should rule.

Vocational Training Must Be Provided.

The child 14 or 15 years of age should find a type of public-school work which will contribute to his efficiency. Unless such vocational work is offered to those who desire to drop out of school at these ages, the State does not seem to be justified in compelling them to attend school longer. When schools offer the types of vocational work which are likely to be useful, the State can not countenance withdrawal at these critical ages. Little

legislation has been enacted on this rational basis. Vocational efficiency should be the exit word from our public schools, not some chronological criterion. The public schools should educate earners, and not turn out parasites on society or those who can never hope to perform life's work in the most efficient manner. The public schools must educate "all the children of all the people," and they have not discharged their duty properly until they have given the tools of a vocation to every youth of the land.

Overage Pupils Drop Out Most.

The great majority of those who drop out of school at these critical ages are the pupils who are overage for their grade and undoubtedly have repeated much of their school work. Of each 116 pupils in the fifth grade 55 are overage and 61 are underage or of normal age; of each 102 in the sixth grade, 43 are overage and 59 are underage or of normal age; of each 83 in the seventh grade 26 are overage and 57 are underage or of normal age; of each 71 in the eighth grade only 16 are overage and 55 are underage or of normal age. (See *School Life*, Oct. 1, p. 10.) Thus, for each 100 beginners there are in the fifth grade 61; in the sixth grade, 59; in the seventh grade, 57; and in the eighth grade, 55 pupils who are either underage or of normal age for their grades. Only 6 of these pupils out of 61 in the fifth grade drop out of school before they reach the eighth grade. Of the 55 pupils (for each 100 beginners) who are overage in the fifth grade, only 16 will be left when they reach the eighth grade. Of pupils who are making normal progress in the fifth grade, fewer than 10 per cent will withdraw from school before they reach the eighth grade, while 71 per cent of those making slow progress will withdraw from school during the same gradual interval. Withdrawal among retarded pupils, therefore, is almost 7 times as great as among pupils who are making satisfactory progress. It would seem, therefore, that inability to make normal progress in school is very largely responsible for school mortality. The financial factor is of minor importance. The schools have failed to offer a type of vocational work fitted to the needs of overage or retarded children. These children have been unable to master satisfactorily the usual academic school work and seek the first opportunity to escape.

Analysis of Existing Compulsory Laws.

A compulsory attendance law can not be properly enforced if school officers do not know what children should be in

school. Unless a school census is taken, uniform enforcement of an attendance law can not be expected. There is no other way of ascertaining the names of all the children who should be in school. Only three States have not seen fit to provide for a school census.

In 1918 three States had local option compulsory attendance laws, i. e., laws which were not State-wide in their application, but which become operative in the local school unit only after they have been ratified or adopted. The result of such legislation is that many counties in these States do not have attendance laws.

Laws Show Rings of Growth.

Only 28 States have enacted laws requiring attendance for the full term of school. Two States require attendance for three-fourths of the school term, two States for two-thirds of the term, and one State for seven-tenths of the term provided. Two States require attendance for 140 days; three States, for 120 days; one State, for 100 days; seven States, for 80 days; two States, for 60 days; and one State, for only 40 days during the school year. In partial explanation of this paradoxical situation it may be stated that compulsory attendance laws exhibit "rings of growth." The initial law may provide for a minimum attendance of 60 or 80 days. The next legislation on this question may increase this minimum to 100 or 120 days. The third law may compel attendance for the full term of school. Of course, a considerable interval may elapse between the enactment of the initial law and of the present law. Only three States which enacted their initial legislation on compulsory education more than 30 years ago do not now provide for attendance for the full term of school. It is unfortunate that it takes some States so long to recognize the importance of so vital a provision. Experience, almost without exception, incorporates the full-term proviso.

Extent of Permissible Absence.

Further laxity in certain attendance laws appears in the number of days that pupils are permitted to be absent before they have violated the law. In 9 States the law contains no provision regulating this matter. In 28 States an inexcusable absence of one day or less constitutes an offense. In 8 States three days' absence is permitted; in 1 State, four days; and in the other 3 States as many as five days before such absence constitutes sufficient grounds for legal prosecution. There is no good reason why children should be permitted to stay out of school for even a single day unless such absence is legally excusable.

States are coming more and more to adopt some standard which its future citizens must attain before they are permitted to pass beyond the influence of the school. In fact, only 16 States have no such requirements. Of the remaining States, 14 require that children be able to read and write; 4 require the completion of the fourth grade; 7, the fifth grade; 3, the sixth grade; and 5, the completion of the elementary grades. It does not seem unreasonable that all children should be required to complete all the elementary grades if proper arrangements can be made for overage children. With the multiplication of public high schools, and with the advent of enriched curricula, the time is probably not far away when all children who are not idiots, imbeciles, or feeble-minded will be obliged to complete a four-year high-school course. Although at present only 139 children out of each 1,000 who enter the first grade of the public schools are completing such a course, the public will not long be willing to support its secondary schools for the benefit of the few who are inclined to take advantage of them.

The public schools can ill afford to permit over one-third of those who enter to withdraw from school before they reach the eighth grade. Schools supported by all should educate all who are not otherwise educated.

OHIO INSPECTORS WILL MAKE SURVEYS.

High-school inspectors in Ohio will not confine their work to the high schools during the year 1920-21, but they will make general surveys of school conditions also, according to instructions issued by Vernon M. Riegel, State superintendent of public instruction.

Outlines for the surveys have been sent to superintendents of schools throughout the State, each of whom will be assisted in the survey by an inspector for as long a time as the inspector is needed. The purpose of the visits of the inspector is to assist in the solution of difficult problems as well as to collect data. More extensive surveys of school systems will be made on the request of local school officers.

Dr. Jose Comallonga y Mena, a professor in the school of agronomic engineers of the University of Habana, has been appointed by the Government to study the teaching of agricultural subjects abroad, and to report to the Government the results of his investigations in foreign countries.

SUCCESSFUL SCHOOLS FOR ADULT ILLITERATES.

Elementary Schools for Adults Maintained in 36 South Carolina Counties—Task Is Difficult.

Adult illiterates to the number of 2,715 were taught to write during the past year by the State Department of Education and the Illiteracy Commission of South Carolina, acting in close co-operation.

Elementary schools for adults were maintained in 36 counties of the State, and 451 teachers were employed at a total cost for salaries of \$21,976. The enrollment was 8,338 pupils, and 4,815 of them were white. The oldest pupil was a Negro 86 years old, and the oldest white pupil was 73.

Classes met usually three times a week from 8 to 10 p. m. during the winter months, but in many farming communities "lay-by" schools were organized during the summer.

Regular day teachers were employed, and the State paid them \$1 an hour. In some instances county funds were used to supplement the salaries paid by the State.

South Carolina has 276,000 adult illiterates, and it is not unusual to find well-to-do men who are illiterate or practically so. One farmer reputed to be worth \$200,000 offered to board a teacher all the winter if she would help him with his studies during his spare time.

As a rule, however, the pupils are men and women who have in a measure lost faith in themselves, and it is necessary for the teacher to establish a personal relationship with her pupils and to bring to bear all the tact, enthusiasm, and optimism at her command.

The public instruction budget of Chile for 1921 provides for the employment of three professors for service in the preparation of teachers for university instruction in law and the social and economic sciences. Funds are also provided for sending annually to Europe and the United States three graduates from the law school who obtained the highest grades, so that they may continue their studies in those countries. Money is also set aside for establishing in the school of medicine courses in chemistry and toxicology as well as for maintaining the interchange of professors between Chile and the United States, and for establishing the system of school breakfasts for indigent pupils.—*Bulletin of the Pan American Union.*

AN EXCELLENT COMMUNITY SONG.

Words Written by a Distinguished Jurist Bear the Atmosphere of the Court.

Since the beginning of the community center movement, singing has been one of its favored modes of expression. Hitherto the only distinctive community center songs have consisted of new words set to existing popular airs, such as "It's a short way to the schoolhouse," to the air of "Tipperary," or "The Fellowship of Folks," to the aid of "Auld Lang Syne."

At last this movement to fulfill the neighborhood center possibilities of the schoolhouse which, as the President has said, must challenge cooperation to every man and woman who shares the spirit of America, has begun to be worthily expressed in song. The words and music of "The Forum," which are printed here, are both original and written for community center use. Justice Wendell Phillips Stafford, of the Supreme Court of the District of Columbia, is the author of the words, and Prof. Arnold Dresden, of the University of Wisconsin, who for a number of years has been active in the development of the use of the schoolhouses of his home city of Madison, wrote the music.

The song is proving popular in the community centers in which it has been used. It may be purchased at 50 cents per hundred copies from the Superintendent of Documents, Government Printing Office, Washington, D. C.—E. J. W.

Fellowships for study and research in anthropology, botany, zoology, geology, and geography are to be awarded by the corporation of Yale University in cooperation with the Bishop Museum of Honolulu. Four fellows are to be appointed by the corporation from candidates recommended by the trustees of the museum, and each will receive \$1,000 a year. Their researches, which are to be in the general field of the science of the Pacific, are to be submitted to the Bishop Museum for publication.

SCHOLARSHIP AT TUFTS FOR MEXICAN CITIZENS.

Trustees of Tufts College have voted to establish a scholarship to be awarded to that citizen of Mexico who shall be recommended for the award by the American Chamber of Commerce of Mexico City.

The purpose of the scholarship is to give young men of the Mexican Republic an opportunity to study in an American institution with a view to creating a better understanding between the two countries. The scholarship has not been assigned to any individual, but it is expected that the name of the beneficiary will be announced, so that he may enroll at Tufts not later than at the opening of the fall semester in 1921.

The scope of the award provides at present for but one year of residence at the college, but it is the intention of the trustees to make the award annually when it shall have proved a satisfactory institution.—*Boston Transcript*.

GREATER NORTHWESTERN UNIVERSITY PROJECTED.

Nine Acres Acquired Near Heart of Chicago—Extensive Equipment for Professional Schools.

Northwestern University has recently acquired a 9-acre tract just a mile north of the Chicago loop district. This tract is at Chicago Avenue and Lake Shore Drive, and upon it will be erected in due time the buildings of the schools of law, commerce, dentistry, and medicine of Northwestern University, writes Richard Fairchild, editor of publications of the university.

In this connection the trustees are planning some interesting departures. For instance, the largest hospital in the United States may be erected in connection with the medical school; for the

school of dentistry it is planned to build the most modern dental infirmary in the world, which will have facilities for caring for the teeth of at least 100,000 Chicago school children each year. This will only be a part of the work of the dental infirmary, but it shows what will be done on this up-to-date urban campus.

The commerce school, to be erected upon this site, will perhaps be the largest in the world, while the law school will be second to none, continues Mr. Fairchild. Both the commerce and law schools, as well as the dental and medical schools, will have separate departments devoted to welfare service to those people in Chicago who, because of small means, are unable to do for themselves what they should do.

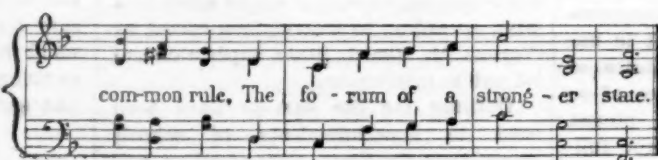
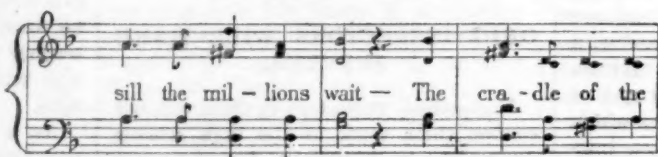
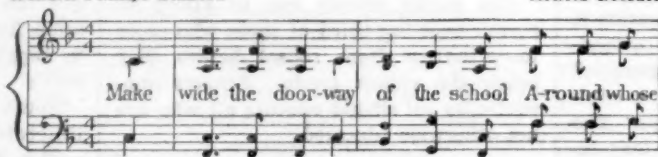
Just 12 miles north of the Chicago campus lies the 75-acre Evanston campus of Northwestern University, which is the site of the first building opened by the trustees of Northwestern in November, 1855. This building is still in use and is in excellent condition, although built of wood.

The course of study of the Detroit public schools is so constructed that all the children receive instruction in health, languages, exact sciences, social sciences, vocational training, and in the fine arts.

THE FORUM.

Wendell Phillips Stafford

Arnold Dresden



Make broad the bar, and bid appear
The questions clamorous to be tried,
And let the final judges hear,
Themselves, the causes they decide.

Write bold the text for age to read
The lesson not discerned by youth;
And raise the altar of a creed
Whose one and only test is Truth.

Though fair and dear the ancient mold
Wherein the burning thought was cast,
Pour not a new world's glowing gold
Into the patterns of the past.

Whatever channels lead apart
The currents of the lives of men,
The blood that left the Common Heart
Shall leap with common pulse again.